



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

News Items from the School of Education of the University of Chicago

SUMMER COURSES

The English Department will offer a series of very interesting and significant courses. Miss A. Laura McGregor, assistant principal and vocational counselor, Washington Junior High School, Rochester, New York, will give the Teaching of English and the Teaching of Reading in Intermediate and Grammar Grades. Courses for teachers in the junior high school will be given by Associate Professor R. L. Lyman. During the First Term, courses for senior high school teachers of English will be given by Professor Walter Barnes, of the Fairmont State Normal School, West Virginia. Teachers of the first three grades will find appropriate courses in reading and language in the Kindergarten-Primary Department. For superintendents and supervisors, Mr. Lyman will offer a course in the Department of Education, entitled Investigations in Grammar and Composition.

Teachers of history, civics, and other social studies in the upper elementary grades and in the junior and senior high schools will find practical and helpful courses in the teaching of their subjects offered by Associate Professor Tryon and two visiting instructors. Mr. Stalcup, of the Winona State Teachers College, Minnesota, will have charge of the courses in the teaching of history in the upper elementary grades and in the junior high school. Mr. Hill, of the University High School, will give courses both in history and civics for teachers of these subjects on the high-school level. Professor Tryon will give one course in organizing high-school history for teaching purposes and one entitled Investigations of Problems in the Teaching of History and Other Social Studies for superintendents and supervisors.

The Natural Science Department has arranged a program of very interesting courses. The following titles indicate their character and scope: Elementary Science: Plant and Animal Life, Elementary Physical Science, the Organization of Elementary Science (Nature-Study) in the Grade Curriculum, the Teaching of General Science, the Teaching of Physiology and Hygiene, Biology in Secondary Schools, Botany and Zoölogy in Secondary Schools, the Teaching of High-School Chemistry, the Teaching of Physics in High Schools, and Investigations of Problems in the Teaching of Science. Associate Professor Downing will be in residence. He will be assisted by Charles J. Pieper and O. D. Frank.

SUBSIDIES FOR INVESTIGATIONS

During the war the Departments of Education and Political Economy of the University of Chicago co-operated in editing a series of *Lessons in Community and National Life*. These lessons were published by the Bureau of Education and have had a wide circulation in public schools. The task of putting the material contained in these lessons into permanent form for use in the schools has been taken up by the heads of the Departments of Political Economy and Education of the University of Chicago, with the aid of a corps of assistants chosen from the faculties of the University, the University High School, and the University Elementary School. The demand for social-science textbooks for use in schools is widespread and has been the subject of frequent discussion by many of the learned societies, such as the American Historical Association, the American Political Science Association, the National Association of Secondary School Principals, and others. Recently the Educational Research Committee of the Commonwealth Fund made a grant of \$14,000 to promote the work at the University of Chicago. This fund will be used in collecting and trying out in schools materials of instruction suitable for the upper grades of the elementary school and for high-school classes.

Professor Freeman, of the Department of Education, also secured a subvention of \$10,000 from the same source for use in studying the educational value of various kinds of pictures and films.